**TEAM Educator Observation Form**

Observer: Dr. Suters Announced Unannounced

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Teacher Observed: Kylie Corrigan

School Name: Linden Elementary Observation Number: 1

Date: 11/ 25/ 2014 Time: 1:35- 3:00

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| **Designing and Planning Instruction** | **Score** | **Evidence** |
| Instructional Plans (IP) | 3 | Each activity chosen aligned with the standards stated. The “Find Someone Who” and “Meal Planning” activities were both age appropriate, they aligned with the standards, and they were appropriate for the knowledge the students have. The “Meal Planning” activity gave me the opportunity to accommodate each student with what fact they needed to work on. |
| Student Work (SW) | 3 | With the “Find Someone Who” worksheet the students have to interpret the word problem to be able to solve them. The “Meal Planning” activity gave to student a real-life experience of planning a meal for a family. |
| Assessment (AS) | 3 | The “Self Assess” entrance slip and the word problem quiz were aligned with the standards. The entrance slip required the students to write what they do well and where they need more help. The word problem quiz has measureable criteria. |
| **Learning Environment** | **Score** | **Evidence** |
| Expectations (EX) | 2 | Modeled how the students were to complete the activities. Students were able to experience success with all activities. |
| Managing Student Behavior (MSB) | 2 | Students are well behaved. I didn’t establish the rules well. |
| Environment (ENV) | 3 | The classroom is very inviting. There is plenty of room for the students to work together. The classroom is very organized. |
| Respectful Culture (RC) | 3 | Students work well with each other. They may argue at times, but for the most part they are polite to one another and help each other out. |
| **Instruction** | **Score** | **Evidence** |
| Standards and Objectives ((SO) | 3 | The class stated the “I can” statements. This was a review lesson, so the lesson was connected to what the students had learned prior. The student knew what they were expected to do, and most demonstrated mastery of the daily objectives. |
| Motivating Students (MS) | 3 | The “Find Someone Who” and “Meal Planning” allowed students to experience inquiry, curiosity, and exploration. I reinforced effort when students said something was too hard or didn’t want to work on higher facts. |
| Presenting Instructional Content (PIC) | 2 | I modeled my expectations, and show visuals of the worksheets. All of the information was essential. The delivery of the instructions was confusing at times. |
| Lesson Structure and Pacing ((LS) | 2 | The lesson did start promptly. The structure did have a beginning, middle, and end. The pacing was not appropriate. |
| Activities and Materials (ACT) | 3 | All activities supported the objectives and were challenging. The “Meal Planning” activity is relevant to students’ lives, and induced students curiosity. All resources were found outside of the school’s curriculum texts. Both activities provided student-to-student interactions. |
| Questioning (QU) | 1 | Asked very few questions. The ones I did ask were not higher thinking questions. |
| Academic Feedback (FEED) | 3 | As I walked around the room, I monitored how the students were working. I changed the number of family members for dinner planning to change up the multiplication facts I wanted them to work on. |
| Grouping Students (GRP) | 3 | The students are grouped by mixed abilities. The students are able to help each other out to understand and learn. |
| Teacher Content Knowledge (TCK) | 3 | Third graders need to know by memory multiplication facts. In the lesson the student worked on those facts. The standard 3.OA.A.1 requires student to interpret arrays and equal groups to find the product. The “Find Someone Who” activity allowed students to work on this standard. |
| Teacher Knowledge of Students (TKS) | 2 | The lesson as differentiated with which fact each group worked with. There could be more differentiated for each student. |
| Thinking (TH) | 3 | The students used creative thinking during the “Meal Planning” activity. The students worked in groups to generate different ideas. |
| Problem Solving (PS) | 3 | During the “Find Someone Who” activity, the students had to justify their answer. The student also had to create and design a meal plan during the “Meal Planning” activity. |

**Reinforcement (What are you doing well)**

**I feel like I create lesson very well. I enjoy finding different activities for the student to do and work on. I think I find activities that align with the standards very well.**

**I feel like I do well with staying calm with the students. I do well with interacting with the students.**

**Refinement (What do you feel you should work on)**

**I feel like I should work on questioning the students. I need to ask more questions to get their minds working.**

**I feel like I could deliver instructions better. I feel like I said the same thing, instead of clarify what I was expecting.**

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